

CHAPTER III

RESEARCH METHOD

This chapter presents description of the research method in this study. It presents research design, the procedure of classroom action research, data collection method, data sources, and data analysis method.

A. Research Design

The design of this study is collaborative Classroom Action Research (CAR). It is called collaborative CAR because the researcher directly works together with English teacher at the school to conduct the research as well as to cope with the student's problem concerning their writing that they encountered in the class. Dealing with the action research, Kemmis and McTaggart in Atmono (2009:2) state that an action research is a form of self reflective enquiry undertaken by participants in social, including educational situation, in order to improve the rationality and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out.

The primary reason for engaging action research is to improve the quality of teaching and learning process. Hence in this research, the researcher used classroom action research to overcome the problems which were faced by the students and teachers in the process of teaching learning English writing.

In conducting a classroom action research, the researcher conducted this research into cycle models based on the model of Elliot in which each cycle covers four stages of activities: the planning of the action, the implementation of the action, classroom observation, and the reflection of the action.

Planning is the first step of the conducted cycle which concerns with teaching preparation designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, the teaching media is used and task given the students as the evaluation of the applied strategy. It deals with making observation sheet used the data during the teaching learning process.

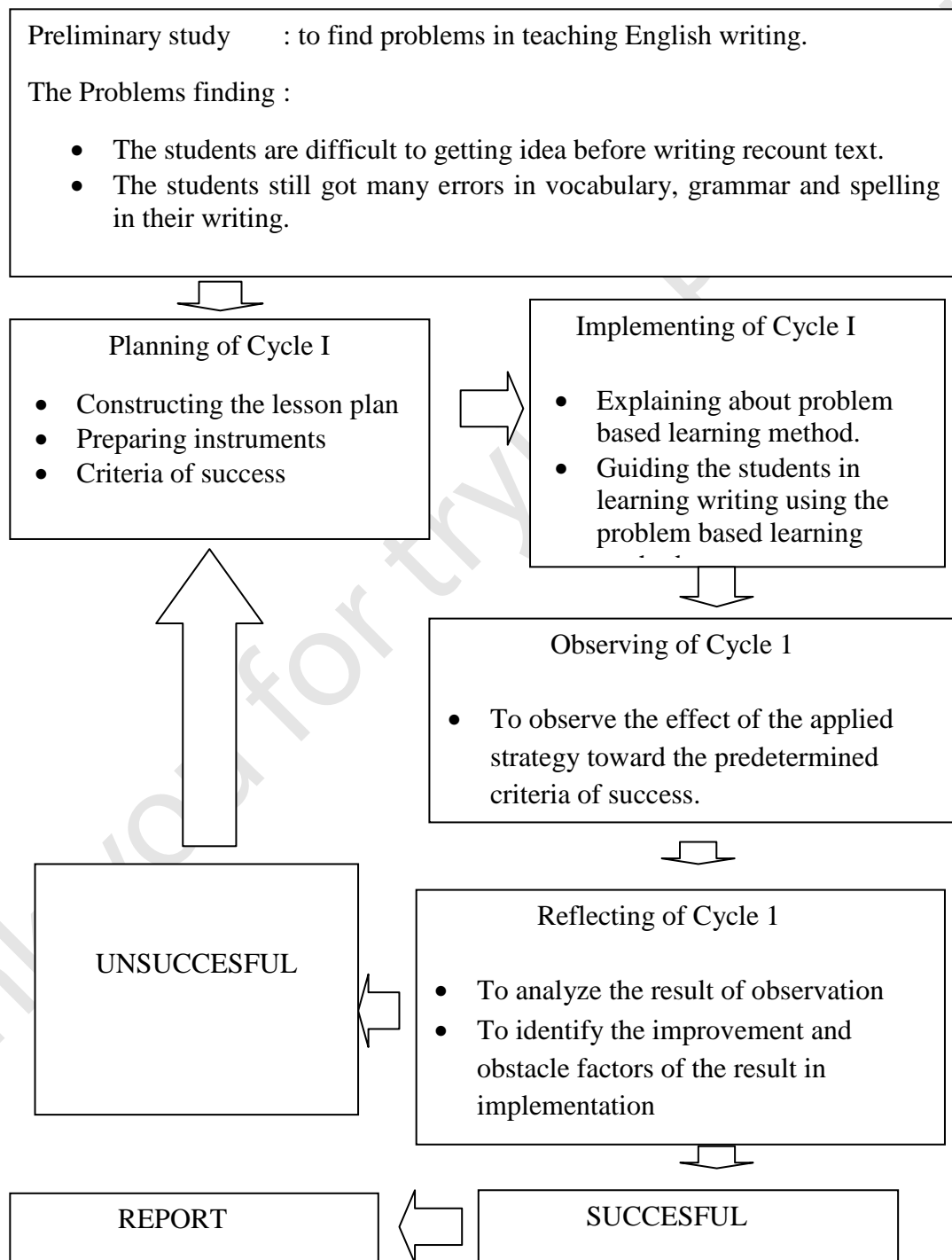
The second step of the conducted cycle is implementing the plan which deals with strategy for teaching writing in the lesson plan to their students in the class. In this step researcher also describe at glance that all of the activities done in this steps are based on the strategy that has been prepared before.

The next step is observing. In this steps researcher discussed about data, instrument of collecting data, and technique of data collection. And the aim of this step is knows the effect of the applied strategy toward the predetermined criteria of success. So, what is observed in this stage is whether the applied strategy is successful in solving the practical problems.

In reflecting on the action, the activity focus on analyzing collected data from each to determine whether or not a following cycle will be stopped if the criteria of success in the study are achieved. On the other hand, if the criteria of

success has not achieved yet, it is necessary for the researcher to revise the plan and to have another cycle for implementing the following action.

The design of this action research is illustrated in the following diagram.



Adapted from Elliot in Atmono (2009:15)

B. Setting and Subjects of the Study

This study is conducted at SMP Islam Sunan Gunung Jati Ngunut. The subjects of the study are students of the second year of Islam Sunan Gunung Jati Ngunut in the 2013/ 2014 academic year. There were 31 students and all of them are females. The research is conducted in that class based on considerations: the students are difficult to getting idea before writing recount text and the students still got many errors in vocabulary, grammar and spelling in their writing.

C. The Procedure of Study

In this point, the researcher presented planning, implementing, observing and reflecting.

Before present the procedure of the study, the researcher presented the preliminary study. Preliminary study is very important to be done to find and define the real problems in writing ability. This preliminary study conducted on 10 May 2014 at the second year of the students of Islam Sunan Gunung Jati Ngunut. It is done before the researcher starts the action research to know whether there are problems during writing teaching and learning. The writer conducted preliminary study by joining the class and asking to the students about their problem of writing. The researcher enters to the class and observe students' and teacher's activity during writing teaching and learning. After that the reseacher asked the students about their problem in writing. Most of them were difficult to express their ideas in written form and the students still got many errors in vocabulary, grammar and spelling in their writing.

And, before implementing cycle 1, the researcher administered pre-test that was held on 17 May 2014. This meeting was conducted to know how the ability of the student of SMP Islam Sunan Gunung Jati in writing. In the pre-test the researcher asked the student to write a short recount text about their experience.

1) Procedure of Study in Cycle 1

In addition, the procedure of study in this cycle covers planning, implementing, observing and reflecting. In this phase, the researcher used two meetings. The meetings conducted on 19 May and 21 May 2014

1. Planning

In this phase, the researcher prepared lesson plan, instructional materials, teaching media, and research instrument. The preparation of those conducted several days before the researcher conducted the implementation of the problem based learning technique. The researcher conducted planning in every meeting in every cycle.

a. Preparation of lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process and assessment. The criterion of standard competence is: the student should expressing meaning in the short essays in recount form used for interaction with environment in roll. The criterion of basic competence is: Expressing the meaning and generic structure in the short essays in recount form by using kinds of writing language accurately, fluently, and acceptable used for interaction with environment in roll. The indicators are:

In the end of implementation of problem based learning method, student are able to identify the generic structure of recount text and writing the story about student's experience with correct grammatical and generic structure. The aims of learning are: Students are able to identify the generic structure of recount text and students are able to writing the story about student's experience with correct grammatical and generic structure. And the researcher uses writing test as assessment.

b. Preparation of the instructional materials.

The materials of this research are the definition of recount text, the generic structure of recount text and the recount text entitled adolescence.

c. Research instruments

The researcher prepared observation sheet and interview sheet. All the instruments such as observation sheet and interview sheet were used to record the data during the implementation of problem based learning. The observation sheet consist of several items taken from the activity which done by the teacher and students especially in the implementation of problem based learning. The interview sheet consists of 5 questions. Those items are developed in order to know the student's interest in the implementation of problem based learning method. This was given to the students in the end of meeting 2 of cycle 2 the data were used and analyzed to be reflection of the implementation of the technique.

d. Preparing the Criteria of Success

The criteria of success were set to determine whether the learning activities in the research were successful or not. The criteria required were:

- a. The target of success is 75%. It means that 75% students of the total students of the research get the writing score more than or equals to 75 as the minimum standard or SKM (Standar Ketuntasan Minimum). In this research, the researcher uses the scoring guidance that covers five aspects: content, organization, vocabulary, grammar and mechanics.
- b. The student's motivation improved in teaching writing using problem based learning method. The student's motivation could be known by the result of observation checklist and the result of interview (see appendix 8 and 9).

2. Implementing

The implementation was done on 19 May 2014 and 21 May 2014. The implementation on the first cycle covers two meetings.

a. Meeting 1

At the first meeting, 19 May 2014, the researcher divides student into five groups and she explained how to apply problem based-learning strategy clearly. Then, she gives topic in the form of recount text to discussed or shared and asked students to identify the generic structure of that text. After that, she asks student to prepare for Problem Based-Learning by given guided question related to the topic. Last, the researcher asks the student to solve problem (opinion) using the guided questions with write a recount text.

b. Meeting 2

The second meeting was held on 21 May 2014. The researcher helped students to plan and presented their report about their opinion of the topic that was given by researcher and given chance to other groups to ask related to the topic.

Then the researcher helped students to evaluate their result of their identification. After problem based learning was applied, each student had to make a recount text individually; it was done to know the student's writing skill.

3. Observing

This observing phase was actually done at the same time as implementing. The objectives of this phase were to know the result of the research and to find out the weakness or the improvement of research implementation.

In this steps researcher discussed about data, instrument of collecting data, and technique of data collection. And the aim of this step is knows the effect of the applied strategy toward the predetermined criteria of success. So, what is observed in this stage is whether the applied strategy is successful in solving the practical problems.

4. Reflecting

In reflecting on the action, the activity focus on analyzing collected data from each to determine whether or not a following cycle will be stopped if the criteria of success in the study are achieved. On the other hand, if the criteria of success has not achieved yet, it is necessary for the researcher to revise the plan and to have another cycle for implementing the following action.

2) Procedure of Study in Cycle 2

This cycle covers revised planning, implementing, observing and reflecting. There are two meetings in this phase.

1. Revised planning

The implementation in cycle 1 had not given a significant change to the writing skill of the students at SMP Islam Sunan Gunung Jati Ngunut. The result of test in cycle 1 was not satisfying yet. So, some revisions on the planning were made. The planning of the implementing in cycle 2 was similar with cycle 1. The differences were: the researcher formulated the problem with give some random pictures to each groups.

a. Preparation of lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process and assessment.

b. Preparation of the instructional materials.

The materials of this research are the definition of recount text, the generic structure of recount text and the recount text about student's personal experience.

c. Teaching media

The researcher used media to attract students' attention. The media was some picture series about student's personal experience.

d. Research instruments

The researcher prepared observation sheet. The instrument was used to record the data during the implementation of problem based learning technique. The data were analyzed to be reflection of the implementation of the method.

2. Implementing

The implementation was done on 24 May 2014 and 26 May 2014. The implementation on the first cycle covers two meetings.

a. Meeting 1

The first meeting was held on 24 May 2014. Firstly the researcher asked student to remember the definition and the generic structure of recount text. Later, the researcher stimulated the students by given a recount text about personal experience and asked student to identify the generic structure of that text. After that, the researcher divided students into some group and she formulated the problem by given some random picture series for each groups. Then the researcher asked student to arrange the picture into good order. Finally the researcher asked each groups to write a recount text based on that picture series.

b. Meeting 2

The second meeting was held on 26 May 2014. The researcher helped students to plan and presented their report about their opinion of the topic that was given by researcher and given chance to other groups to ask related to the topic. Then the researcher helped students to evaluate their result of their identification. After problem based learning was applied, each student had to make a recount text individually; it was done to know the student's writing skill.

3. Observing

This observing phase was actually done at the same time as implementing. The objectives of this phase were to know the result of the research and to find out the weakness or the improvement of research implementation.

In this steps researcher discussed about data, instrument of collecting data, and technique of data collection. And the aim of this step is knows the effect of the applied strategy toward the predetermined criteria of success. So, what is

observed in this stage is whether the applied strategy is successful in solving the practical problems.

4. Reflecting

In reflecting on the action, the activity focus on analyzing collected data from each to determine whether or not a following cycle will be stopped if the criteria of success in the study are achieved. On the other hand, if the criteria of success has not achieved yet, it is necessary for the researcher to revise the plan and to have another cycle for implementing the following action.

D. Data Collecting Method and Instruments

The data collection method described who collection the information when and where it was collected, and how was obtained. In this action research the collected data were in form of sentences and numbers. Hence, the researcher needed kinds of instruments in the process of data collection. The instruments were used in this study were: number from students' writing score, words from observation sheet and interview.

a. Writing Test

The best way to test students writing ability is to get them to write directly. Therefore, indirect testing of writing ability cannot be possibly constructed as accurately as possible even by professional testing institutions.

In addition, a good test must be valid and reliable. Grounlund in Brown, 2004:22) states that validity is extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of purpose of the

assessment. According to Hughes (1996:22), the validity of the test can be classified into content validity, criterion related validity, construct validity, and face validity. This research uses content validity because the content of the test or the test materials are constructed based on the 2006 for junior high school and are consulted to the English teacher before the test is given to the subjects. Further, Hughes (1996:42) states that to decrease subjectivity, the writing can be scored by two different scorers (inter-rater) or one scorer (called intra-rater). In this research, the reliability of scoring result was attempted through inter-rater reliability (the researcher and the teacher scored the writing test).

In this research, the researcher uses direct writing test to measure the student's ability of English writing. Test was given in pretest and each cycle. The gathered data of the test was in form of number. After the data of test were gained, the researcher would compare the students score to the criteria of success which determined whether the research was successful or not. In addition, the student's score of writing recount text was classified into five types which were the content, organization, vocabulary, grammar and mechanics that provided by Cohen (1994:328-329). Then criteria of scoring were as follows:

No.	Criteria	Score
	Content	
	Main ideas stated clearly and accurately, change of opinion very clear	5
	Main ideas stated fairly clearly and accurately, change of opinion relatively clear	4
	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak.	3
	Main ideas not clear or accurate, change of opinion weak.	2
	Main ideas not all clear or accurate, change of opinion	1

	very weak.	
	Organization	
	Well organized and perfectly content	5
	Fairly well organized and generally coherent	4
	Loosely organized, but main ideas clear, logical but incomplete sequencing	3
	Ideas disconnected, lacks logical sequencing	2
	No organization, incoherent	1
	Vocabulary	
	Very effective choice of words and use of idioms and word forms	5
	Effective choice of words and use of idioms and word forms	4
	Adequate choice of words but, some misuse of vocabulary, idioms and word forms	3
	Limited range, confused use of words, idioms and word forms	2
	Very limited range, very poor knowledge of words, idioms and word forms	1
	Grammar	
	No errors, full control of complex structure	5
	Almost no error good control of structure	4
	Some errors, fair control of structure	3
	Many errors, poor control of structure	2
	Dominated by errors, no control of structure	1
	Mechanics	
	Mastery of spelling and punctuation	5
	Few errors in spelling and punctuation	4
	Fair number of spelling and punctuation errors	3
	Frequent errors in spelling and punctuation	2
	No control over spelling and punctuation	1
$\frac{\text{The total number of score}}{\text{The maximal score}} \times 100 = n$		

b. Interview

Interview was given to the teacher and the student. Interviewing the teacher was done to know the material for the eighth grade students, the problem of teaching and learning writing, and the students writing skill. Then, the researcher also interviewed five students randomly to know the student's response about the method applied. As a result, the interview data would support the observation data, and the interview data here was presented in form of sentences.

c. Observation

Observation is monitoring with systematic phenomenon, which is investigated. In this research, participant observation will be used since the researcher participates in teaching and learning process and cooperate as the collaboration, this observation is intended to know the students' participation. They are thought writing by Problem based learning. This action research is successful if most of the students (about 75% of the students) can reach the criteria of success of writing by Problem based learning. And, the observation did at the implementing of every cycle.

d. Documentation

According to (Atmono 2008:3) documentation that could be used in action research are: attendant list, syllabus, etc. In this study the writer uses documentation method to find the data of students' names.

E. Data Analysis Method

Derived from the kind of data collected by the researcher above, the researcher analyzed those data by using several methods as follow:

1. The Qualitative Data Analysis

After getting data then analyzing data as following steps (Ary,2010:465):

- a. Organizing the data or typing and ordering the data. The first thing to do in organizing the data is to reduce the data, which it done through a process called coding or classifying the data into some categories.
- b. Summarizing or examine all entries with same code, and then merge these categories into patterns by finding links and connections among categories.
- c. Interpreting the data. In this step, the researcher goes beyond the descriptive data to extract meaning and insight from data. Researcher also tell what she found that was important and why is important, and what can be learned from it.

2. The Quantitative Data

The quantitative data in this research comes from writing test. To analyze the result of test, the researcher used the formula of the percentage of success. The formula for individuals is:

$$\% = \frac{X1}{1 \times N} \times 100\%$$

Note:

%= percentage of the students (individual) success.

X1= The score of the students (individual)

N = Total score maximum of the students.

After the data from the students worksheet calculated by using the formula above, then, the results of the data analysis are classified qualitatively to answer the research problems based on the classification of the score levels below:

Percentage	Category
80-100	Excellent
70-79	Good
60-69	Fair
26-59	Poor
0-25	Fail